SCHOOL INFORMATION

Questions 15, 16, 17

Standard errors of the percentage of students in various categories, by school characteristics

Table 15A - Title I Status

	All Schools (N=1,248)	Non-Title I (N=479)	Title I (N=769)
Average student enrollment	10.8	21.0	10.8
White students	0.9	1.1	1.3
Black students	0.7	0.8	1.0
Hispanic students	0.6	0.5	0.9
Asian/Pacific Islander	0.2	0.3	0.2
American Indian/Alaskan Native	0.3	0.4	0.4
LEP	0.6	0.3	1.0
Migrant	0.2	0.2	0.2
Students with disabilities	0.2	0.3	0.3
Homeless	0.1	0.03	0.1
Percent eligible for free-/reduced-price lunch	0.8	0.9	1.0

Table 15B - School Type

	Non-Title I (N=479)	SW (N=445)	TA (N=324)
Average student enrollment	21.0	15.4	15.3
White students	1.1	1.7	1.6
Black students	0.8	1.6	1.1
Hispanic students	0.5	1.4	1.2
Asian/Pacific Islander	0.3	0.3	0.4
American Indian/Alaskan Native	0.4	0.6	0.4
LEP	0.3	0.9	1.8
Migrant	0.2	0.4	0.2
Students with disabilities	0.3	0.3	0.4
Homeless	0.03	0.1	0.2
Percent eligible for free-/reduced-price lunch	0.9	1.1	1.3

Questions 15, 16, 17 (continued)

Standard errors of the percentage of students in various categories, by school characteristics

Table 15C - Minority Enrollment

	0-49.9% (N=595)	50-79.9% (N=345)	80-100% (N=308)
Average student enrollment	16.2	19.1	20.9
White students	0.8	1.6	2.1
Black students	0.5	1.4	2.3
Hispanic students	0.4	1.2	2.2
Asian/Pacific Islander	0.3	0.2	0.4
American Indian/Alaskan Native	0.2	0.5	1.1
LEP	0.2	0.7	2.8
Migrant	0.2	0.3	0.5
Students with disabilities	0.3	0.4	0.4
Homeless	0.04	0.2	0.1
Percent eligible for free-/reduced-price lunch	0.6	0.5	0.5

Table 15D - School Level

	Elementary (N=546)	Middle (N=333)	High (N=311)
Average student enrollment	10.2	17.8	35.4
White students	1.4	1.7	1.7
Black students	1.1	1.2	1.4
Hispanic students	1.0	1.1	1.0
Asian/Pacific Islander	0.3	0.4	0.3
American Indian/Alaskan Native	0.3	0.3	0.6
LEP	1.1	0.5	0.7
Migrant	0.2	0.3	0.4
Students with disabilities	0.3	0.4	0.3
Homeless	0.1	0.1	0.1
Percent eligible for free-/reduced-price lunch	1.3	1.4	1.4

Questions 15, 16, 17 (continued)

Standard errors of the percentage of students in various categories, by school characteristics

Table 15E - Metropolitan Status

	Central City of MSA (N=418)	MSA not Central City (N=342)	Not MSA (N=488)
Average student enrollment	21.3	21.4	12.2
White students	1.7	1.5	1.2
Black students	1.6	0.9	0.9
Hispanic students	1.4	1.1	0.7
Asian/Pacific Islander	0.5	0.4	0.0
American Indian/Alaskan Native	0.1	0.1	0.6
LEP	0.9	0.7	1.2
Migrant	0.2	0.2	0.3
Students with disabilities	0.3	0.4	0.3
Homeless	0.1	0.04	0.1
Percent eligible for free-/reduced-price lunch	1.5	1.3	1.1

Table 15F - Poverty Level

	0-34.9% (N=397)	35-49.9% (N=201)	50-74.9% (N=317)	75-100% (N=319)
Average student enrollment	21.1	23.5	19.5	19.5
White students	0.9	1.6	1.6	1.8
Black students	0.5	1.2	1.5	2.2
Hispanic students	0.3	0.9	1.2	2.2
Asian/Pacific Islander	0.4	0.2	0.2	0.4
American Indian/Alaskan Native	0.4	0.3	0.7	0.7
LEP	0.2	0.5	0.7	1.5
Migrant	0.1	0.5	0.3	0.5
Students with disabilities	0.3	0.5	0.4	0.4
Homeless	0.04	0.1	0.2	0.1
Percent eligible for free-/reduced-price lunch	0.5	0.3	0.4	0.5

Questions 15, 16, 17 (continued)

Standard errors of the percentage of students in various categories, by school characteristics

Table 15G - School Size

	Less than 300 (N=172)	300-499 (N=291)	500-999 (N=496)	1,000 or more (N=298)
Average student enrollment	6.1	3.5	6.1	25.1
White students	2.2	1.9	1.5	2.1
Black students	1.4	1.6	1.2	1.4
Hispanic students	1.4	1.1	1.0	1.6
Asian/Pacific Islander	0.1	0.3	0.4	0.6
American Indian/Alaskan Native	1.3	0.4	0.2	0.1
LEP	2.9	0.7	0.6	1.0
Migrant	0.6	0.2	0.2	0.3
Students with disabilities	0.5	0.4	0.3	0.4
Homeless	0.1	0.1	0.1	0.05
Percent eligible for free-/reduced-price lunch	2.1	1.6	1.3	1.7

Questions 18, 19, 20

Standard errors of the average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

Table 18A - Title I Status

	All Schools (N=1,215)	Non-Title I (N=468)	Title I (N=747)
Instructional rooms	0.6	1.2	0.7
Computers	1.8	3.5	1.9
Students per computer	0.2	0.4	0.3
Instructional rooms with Internet access	0.5	0.9	0.5
Percentage of all rooms with Internet access	1.1	1.9	1.4

Table 18B – School Type

	Non-Title I (N=468)	SW (N=431)	TA (N=316)
Instructional rooms	1.2	0.8	1.1
Computers	3.5	2.6	2.8
Students per computer	0.4	0.4	0.3
Instructional rooms with Internet access	0.9	0.6	0.8
Percentage of all rooms with Internet access	1.9	1.7	2.2

Table 18C - Minority Enrollment

	0-49.9% (N=581)	50-79.9% (N=337)	80-100% (N=297)
Instructional rooms	1.0	1.0	1.2
Computers	2.7	3.0	3.7
Students per computer	0.3	0.5	0.7
Instructional rooms with Internet access	0.8	0.8	0.6
Percentage of all rooms with Internet access	1.7	2.1	1.9

Questions 18, 19, 20 (continued)

Standard errors of the average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

Table 18D - School Level

	Elementary (N=540)	Middle (N=313)	High (N=306)
Instructional rooms	0.5	1.0	2.1
Computers	1.9	3.2	5.6
Students per computer	0.3	0.6	0.4
Instructional rooms with Internet access	0.5	0.9	1.6
Percentage of all rooms with Internet access	1.7	2.3	2.3

Table 18E - Metropolitan Status

	Central City of MSA (N=400)	MSA not Central City (N=336)	Not MSA (N=479)
Instructional rooms	1.1	1.4	0.8
Computers	3.5	3.9	2.3
Students per computer	0.5	0.3	0.4
Instructional rooms with Internet access	0.9	1.1	0.7
Percentage of all rooms with Internet access	1.9	2.3	1.8

Table 18F - Poverty Level

	0-34.9% (N=388)	35-49.9% (N=198)	50-74.9% (N=310)	75-100% (N=310)
Instructional rooms	1.3	1.4	1.0	1.2
Computers	3.5	4.0	3.0	3.4
Students per computer	0.3	0.5	0.5	0.6
Instructional rooms with Internet access	1.0	1.0	0.8	0.6
Percentage of all rooms with Internet access	2.1	2.9	2.2	1.9

Questions 18, 19, 20 (continued)

Standard errors of the average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

Table 18G - School Size

	Less than 300 (N=171)	300-499 (N=283)	500-999 (N=480)	1,000 or more (N=281)
Instructional rooms	0.5	0.6	0.5	2.0
Computers	1.8	1.9	2.3	6.3
Students per computer	0.4	0.4	0.4	0.5
Instructional rooms with Internet access	0.6	0.7	0.7	2.0
Percentage of all rooms with Internet access	2.1	2.9	2.2	1.9

Question 21

Standard errors of the percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21A - Title I Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,209)	**Non-Title I** (N=470)	**Title I** (N=739)	**All Schools** (N=1,209)	**Non-Title I** (N=470)	**Title I** (N=739)	**All Schools** (N=1,209)	**Non-Title I** (N=470)	**Title I** (N=739)	**All Schools** (N=1,209)	**Non-Title I** (N=470)	**Title I** (N=739)
Lack of technical support or advice	1.4	2.2	1.7	1.6	2.1	2.4	1.8	2.6	2.2	1.4	2.2	1.8
Lack of or inadequately trained staff	1.4	1.6	1.8	1.8	2.3	2.4	1.8	2.7	2.1	1.6	2.4	1.9
Lack of teacher awareness regarding ways to integrate curriculum	1.0	1.6	1.4	1.8	2.5	2.1	1.6	2.4	2.0	1.4	2.0	1.9
Lack of software that is integrated with the school's curriculum	1.1	1.8	1.5	1.8	2.7	2.3	1.8	2.5	2.1	1.4	2.4	2.0

Table 21B - School Type

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=470)	**SW** (N=427)	**TA** (N=312)	**Non-Title I** (N=470)	**SW** (N=427)	**TA** (N=312)	**Non-Title I** (N=470)	**SW** (N=427)	**TA** (N=312)	**Non-Title I** (N=470)	**SW** (N=427)	**TA** (N=312)
Lack of technical support or advice	2.2	2.2	2.5	2.1	3.2	2.8	2.6	2.9	2.7	2.2	3.1	2.8
Lack of or inadequately trained staff	1.6	2.5	2.5	2.3	2.9	3.5	2.7	2.6	3.0	2.4	2.8	2.8
Lack of teacher awareness regarding ways to integrate curriculum	1.6	1.9	1.9	2.3	2.7	3.2	2.4	2.7	3.0	2.0	2.4	2.8
Lack of software that is integrated with the school's curriculum	1.8	2.3	2.1	2.7	3.0	3.4	2.5	2.7	3.7	2.4	2.8	3.4

Question 21 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21C - Minority Enrollment

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)
Lack of technical support or advice	2.0	2.2	3.1	1.9	3.2	3.0	2.4	3.1	4.3	1.8	3.1	4.1
Lack of or inadequately trained staff	1.9	2.2	3.1	2.3	2.5	3.1	2.5	3.9	4.1	2.0	3.0	3.7
Lack of teacher awareness regarding ways to integrate curriculum	1.3	1.5	3.5	2.4	2.7	3.0	2.1	3.6	4.5	1.8	2.9	3.2
Lack of software that is integrated with the school's curriculum	1.6	1.8	3.1	2.2	3.3	4.3	2.4	2.6	3.9	2.1	2.9	3.4

Table 21D - School Level

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elementary (N=524)	Middle (N=319)	High (N=309)	Elementary (N=524)	Middle (N=319)	High (N=309)	Elementary (N=524)	Middle (N=319)	High (N=309)	Elementary (N=524)	Middle (N=319)	High (N=309)
Lack of technical support or advice	1.8	3.2	2.7	2.1	3.4	4.4	2.3	3.2	3.9	2.0	2.5	2.7
Lack of or inadequately trained staff	1.6	2.6	2.0	2.5	3.2	3.2	2.3	3.6	4.2	1.8	2.5	3.3
Lack of teacher awareness regarding ways to integrate curriculum	1.5	2.4	1.9	2.0	2.8	3.5	2.0	3.6	4.1	2.1	3.1	3.2
Lack of software that is integrated with the school's curriculum	1.5	2.5	1.9	2.0	3.3	3.6	2.0	3.6	3.6	2.0	3.5	3.4

Question 21 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21E - Metropolitan Status

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)
Lack of technical support or advice	2.6	2.4	2.1	2.9	3.0	2.9	3.0	3.2	2.9	2.5	3.0	2.1
Lack of or inadequately trained staff	2.2	1.9	2.1	2.6	3.2	2.9	3.0	3.3	2.9	2.9	2.7	2.5
Lack of teacher awareness regarding ways to integrate curriculum	1.9	2.0	1.6	2.5	3.0	2.7	3.4	2.9	2.6	2.6	2.9	2.4
Lack of software that is integrated with the school's curriculum	2.1	1.9	1.9	2.4	3.4	2.8	2.6	3.2	3.2	2.9	2.8	2.3

Table 21F - Poverty Level

	Not at All				Small Extent			
	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)
Lack of technical support or advice	2.1	3.9	2.2	2.7	2.2	4.4	3.3	3.4
Lack of or inadequately trained staff	2.0	3.0	2.1	2.6	2.8	4.3	2.5	3.2
Lack of teacher awareness regarding ways to integrate curriculum	1.6	2.9	1.7	2.5	3.0	3.7	2.6	3.3
Lack of software that is integrated with the school's curriculum	2.0	3.0	1.9	2.3	3.0	4.3	3.5	3.7

Question 21 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21F - Poverty Level - (continued)

	Moderate Extent				Great Extent			
	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)
Lack of technical support or advice	2.8	4.0	3.5	4.5	2.4	3.6	3.3	3.7
Lack of or inadequately trained staff	3.0	4.7	3.9	3.8	2.6	3.2	3.4	2.9
Lack of teacher awareness regarding ways to integrate curriculum	2.6	3.9	3.6	4.0	2.1	3.2	3.1	2.6
Lack of software that is integrated with the school's curriculum	3.0	4.3	2.9	3.7	2.3	4.0	3.0	3.0

Table 21G - School Size

	Not at All				Small Extent			
	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)
Lack of technical support or advice	3.6	2.6	2.3	3.1	4.7	3.1	1.9	3.6
Lack of or inadequately trained staff	3.2	2.2	1.5	2.4	4.6	3.0	2.0	3.4
Lack of teacher awareness regarding ways to integrate curriculum	3.3	2.0	1.2	2.5	4.8	2.8	2.3	3.4
Lack of software that is integrated with the school's curriculum	3.2	2.1	1.6	2.2	4.3	3.7	2.3	3.3

Question 21 (continued)

Standard errors of the percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21G - School Size - (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)
Lack of technical support or advice	4.5	3.1	2.1	3.6	3.4	3.2	1.8	2.7
Lack of or inadequately trained staff	4.8	3.0	2.7	3.9	4.2	2.6	2.0	2.6
Lack of teacher awareness regarding ways to integrate curriculum	4.2	2.9	2.9	4.1	4.5	2.9	2.2	2.9
Lack of software that is integrated with the school's curriculum	4.7	3.7	2.3	4.2	3.8	3.4	2.3	3.5

Question 22

Standard errors of the percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

Table 22A - Title I Status

	All Schools (N=1,250)	Non-Title I (N=480)	Title I (N=770)
Participated in program	0.9	1.4	1.2
Length of program, if participated			
8 hours or less	0.2	0.05	0.3
9-32 hours	0.2	0.05	0.3
More than 32 hours	0.1	0.0	0.1

Table 22B - School Type

	Non-Title I (N=480)	SW (N=447)	TA (N=323)
Participated in program	1.4	2.2	1.7
Length of program, if participated			
8 hours or less	0.05	0.4	0.5
9-32 hours	0.05	0.3	0.5
More than 32 hours	0.0	0.3	0.0

Table 22C - Minority Enrollment

	0-49.9% (N=598)	50-79.9% (N=345)	80-100% (N=307)
Participated in program	1.2	2.7	2.9
Length of program, if participated			
8 hours or less	0.2	0.4	0.8
9-32 hours	0.2	0.4	0.6
More than 32 hours	0.0	0.0	0.5

Question 22 (continued)

Standard errors of the percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

Table 22D - School Level

	Elementary (N=547)	Middle (N=332)	High (N=314)
Participated in program	1.4	1.6	2.0
Length of program, if participated			
8 hours or less	0.2	0.6	0.5
9-32 hours	0.1	0.6	0.5
More than 32 hours	0.1	0.0	0.0

Table 22E - Metropolitan Status

	Central City of MSA (N=418)	MSA not Central City (N=345)	Not MSA (N=487)
Participated in program	2.0	1.5	1.7
Length of program, if participated			
8 hours or less	0.4	0.3	0.3
9-32 hours	0.3	0.3	0.3
More than 32 hours	0.3	0.0	0.0

Table 22F - Poverty Level

	0-34.9% (N=398)	35-49.9% (N=200)	50-74.9% (N=319)	75-100% (N=319)
Participated in program	1.4	2.8	3.0	2.8
Length of program, if participated				
8 hours or less	0.2	0.0	0.5	0.8
9-32 hours	0.2	0.0	0.5	0.6
More than 32 hours	0.0	0.0	0.0	0.5

Question 22 (continued)

Standard errors of the percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

Table 22G - School Size

	Less than 300 (N=171)	300-499 (N=291)	500-999 (N=496)	1,000 or more (N=292)
Participated in program	3.5	1.7	1.4	2.6
Length of program, if participated				
8 hours or less	0.0	0.4	0.3	0.8
9-32 hours	0.0	0.4	0.2	0.8
More than 32 hours	0.0	0.0	0.2	0.0